



Early Learning & Development Programs Great Start to Quality STARS User Manual

STARS - Systematic Tiered Assessment and Rating Solution

Great Start to Quality

Dear Early Learning and Development Partners,

Since October 2011, it has been our pleasure to support the quality improvement efforts of early learning and development programs across the state through Great Start to Quality, Michigan's tiered quality rating and improvement system. Regional support of early learning and development programs is available through your local Great Start to Quality Resource Center that provides workforce development opportunities and quality improvement consultation.

One of the goals of Great Start to Quality is that all of Michigan's children will have access to and participate in high quality early learning. The Early Childhood Investment Corporation will continue to work with our online platform development partner, Mosaic Network, to improve and enhance Great Start to Quality STARS for your use.

We want to congratulate and thank each of you for your continued dedication to provide the highest quality early learning experiences for Michigan's children. Together, our efforts will support the next generation to be successful in school and in life.

The Great Start to Quality Team



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Introduction to Great Start to Quality STARS

Welcome to Great Start to Quality STARS, the online platform for Great Start to Quality, Michigan's tiered quality rating and improvement system. The STARS data platform was developed by Mosaic Network, Inc. as part of Michigan's high quality support structure for early learning and development programs.

Using Great Start to Quality STARS can:

- ✓ **Help streamline your quality improvement tasks**
- ✓ **Save you time**
- ✓ **Reduce duplication in work**
- ✓ **Isolate areas to focus on**
- ✓ **Improve the lives of the children and families you serve**



What is Great Start to Quality STARS?

Great Start to Quality STARS is a comprehensive data tracking platform. With it you can:

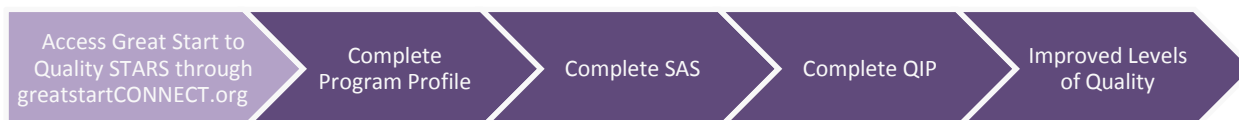
- Easily and effectively assess your current activities
- Create a plan to improve quality
- Access resources and individualized program support

How can Great Start to Quality STARS help me?

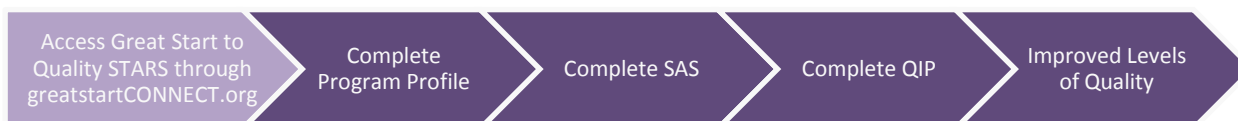
Great Start to Quality STARS will help you assess your program across a set of program quality standards. It will help you easily assess your program and its respective strengths and weaknesses while providing informed tips for how you can improve quality over time.

Typical Workflow in Great Start to Quality STARS

The tasks involved in using Great Start to Quality STARS typically follow the workflow depicted below. The contents of this manual will reflect this workflow, addressing each of the stages of the Great Start to Quality process.



Getting Started



Great Start to Quality STARS is available online, so you don't need to download or install anything! Early learning and development programs have access to Great Start to Quality STARS directly through your greatstartCONNECT.org accounts. After logging into your greatstartCONNECT.org account, just click the Great Start to Quality STARS tab in the top right corner of the page to be transported directly into the online platform.



Using STARS Overview

When you are in Great Start to Quality STARS, you will arrive at a screen that looks like the one below. The screen is comprised of two main sections:

- ✓ **The Great Start to Quality STARS Menu**
- ✓ **The Great Start to Quality STARS Data Screen**

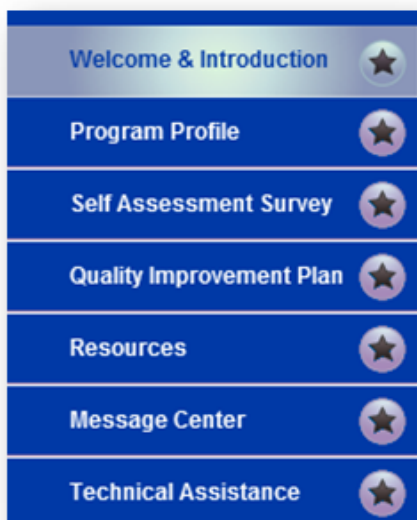
An image and brief description of each can be found below.



1

The STARS Menu

The STARS menu will be visible on the left side of the screen. Click on a menu item to access that section of STARS. Menu items include:



✓ **Welcome & Introduction** *Provides instruction and context to the STARS system*

✓ **Program Profile** *View and update your program profile information*

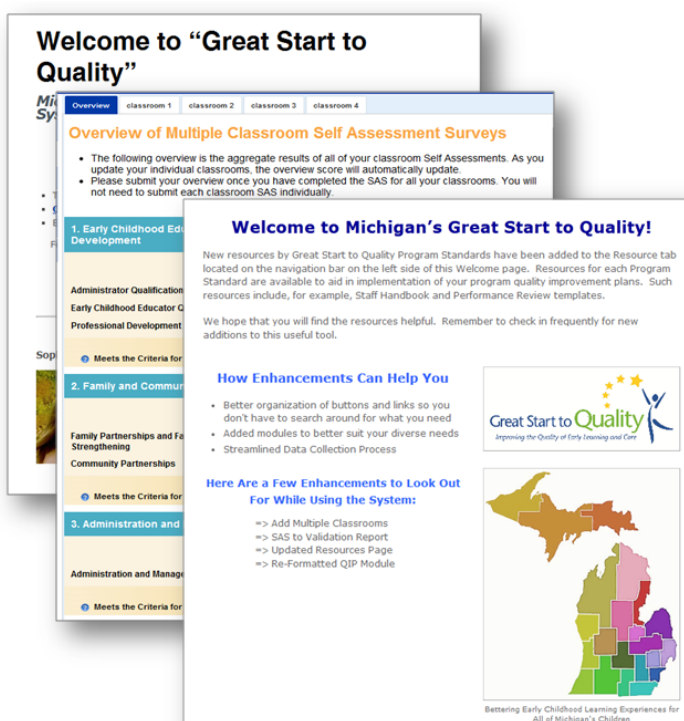
✓ **Self Assessment Survey** *Complete and submit your Self Assessment Survey*

✓ **Quality Improvement Plan** *Create a Quality Improvement Plan based on the results of your Self Assessment*

✓ **Resources** *A library of resources available to assist you*

✓ **Message Center** *Exchange information using the Message Center*

✓ **Technical Assistance** *If you need help with any part of the QRIS process, click Technical Assistance*

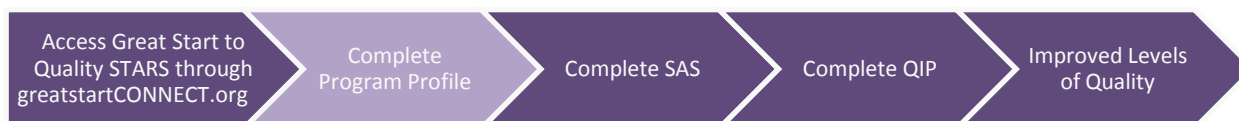


The Data Screen

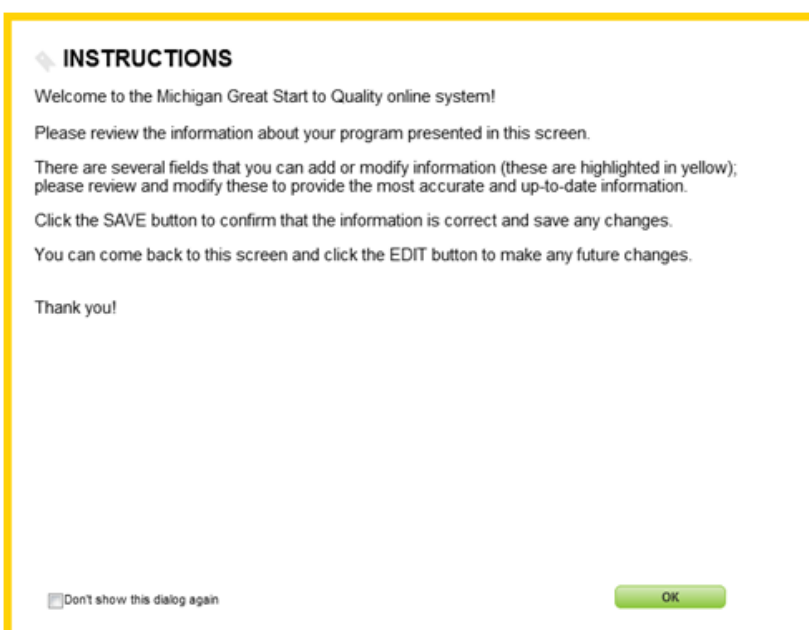
2

The center portion of the screen contains your data. This screen will change depending on the section of Great Start to Quality STARS you are working in.

Your Program Profile



Completing your Program Profile is the first step towards working on your Self-Assessment Survey (SAS) and Quality Improvement Plan (QIP). If you attempt to access any other part of Great Start to Quality STARS without first completing your program profile, you will encounter a message like the one below, indicating that you need to complete your Program Profile.



Why is the Program Profile Important?

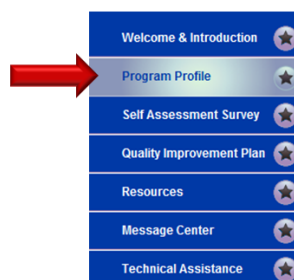
Your Program Profile information will determine the version of the Self Assessment Survey (SAS) that applies to you.

There are 3 types of programs that use STARS:

1. Registered Family Child Care Home
2. Licensed Group Child Care Home
3. Licensed Child Care Centers

The version of the SAS that applies to you will be determined based on your program type *and* if your program employs assistants.

To access your **Program Profile**, just click on the Great Start to Quality STARS menu link



Completing Your Program Profile

The Program Profile section of Great Start to Quality STARS contains information about your program or center. Some of this information will be present when you initially log in. This information is automatically populated through BCAL (Bureau for Child and Adult Licensing).

The screenshot shows the 'Program Profile' form for 'Test User 69'. The form is divided into several sections: 'General Information About Your Program', 'Primary Quality Contact Person', 'Secondary Site Contact Person (if Different)', 'Additional Program Information', and 'Classroom Information'. Annotations with red arrows point to specific elements:

- A red arrow points to the 'Save' button in the top right corner, with the text: "Click **Save** when you are finished entering your information".
- A red arrow points to the 'General Information About Your Program' section, which contains pre-filled information: Business Name: Test User 69, License Number: TEST1069, Program Type: Licensed Child Care Center, Address: 1234 Main St, Buckley, MI 49620, County: WEXFORD, Region: Northwest Region. The text next to it says: "Information that is already there when you log in comes from **BCAL (Bureau for Child and Adult Licensing)**".
- A red arrow points to the yellow input fields for the 'Primary Quality Contact Person' (First Name: Lyanna, Last Name: Clark, Title: Supervisor, Telephone: 2312693822, Primary email: email@example.com, Secondary email:), with the text: "Yellow fields are mandatory".

Verify Your Information

Make sure that your BCAL information is correct!

If you find any errors, click the help link. You will need to contact BCAL to update your information.

The screenshot shows the 'General Information About Your Program' section of the form. A red circle highlights the 'Click here for help.' link. Below the form, a yellow box contains a 'NOTICE' message:

NOTICE

Changes to your License/Registration Information, such as Name, Address and Telephone Number are viewable, but cannot be changed here.

Changes to this type of information must be made through Michigan Bureau of Children and Adult Licensing (BCAL) by calling 517-241-7536 or Toll Free 1-866-685-0006 or Email gandhic@michigan.gov

OK

The Program Profile Form

As you scroll through the Program Profile screen, you will notice that there are multiple sections of information that are required. These specific pieces are outlined below.

Primary Quality Contact Person

First Name

Last Name

Title

Telephone 2312693826

Primary email bensonr@cfsnemi.org

Secondary email

Secondary Site Contact Person (if Different)

First Name

Last Name

Title

Telephone

E-mail

Contact Information

Enter contact information for your:

- ✓ Primary Quality Contact Person
- ✓ Secondary Site Contact Person (if different)

Additional Program Information

Are you serving children with high needs?

Additional Program Information

Use the dropdown menu to indicate if you are serving children with high needs.

Classroom Information

Do you have multiple classrooms?

Do you want to complete an individual Self-Assessment Survey (SAS) for each classroom?

How many classrooms do you have? 4

Provide a Name for Each Classroom (be sure you use a unique name that you will recognize for the classroom in the future. Ex: Ms.Smith, Early HeadStart, Infant/Toddler)

Classroom 1 Name:

Classroom 2 Name:

Classroom 3 Name:

Classroom 4 Name:

Classroom Information


If you will be completing a SAS for multiple classrooms, you can specify the details in this section

Accreditation Information
Are you accredited by NAEYC? No
Are you accredited by NAFCC? No
Other?
Accreditation Expires

Accreditation Information

Enter any accreditation sources that are not NAEYC or NAFCC

Program Narrative ?




Program Narrative

Enter a description of your program



When you have finished entering your Program Profile details, make sure to click **Save** at the top of the page.

Questions? Click  for more information

The Self-Assessment Survey (SAS)



Completing your Self -Assessment Survey (SAS) is the next step in the process. In this stage, you will be completing a survey that will determine your program’s initial quality star rating, based on Michigan’s quality program standards. The quality program standards are aligned with Michigan’s early learning standards.

The image below gives an overview of the main SAS screen in Great Start to Quality STARS.

Indicates the version of the survey that applies based on your Program Profile details

Instructions link

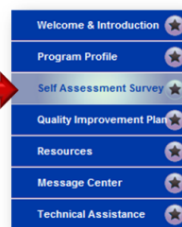
Quick view of your SAS status

Click the **Submit button to submit your completed SAS for review**

The five core assessed SAS Categories:

1. Early Childhood Educator Qualifications and Professional Development
2. Family and Community Partnerships
3. Administration and Management
4. Environment
5. Curriculum and Instruction

To access your **Self Assessment Survey**, just click on the Great Start to Quality STARS menu link



The Components of the Self-Assessment Survey (SAS) Screen

Each of the components contained in the Self-Assessment Survey (SAS) screen are outlined briefly below. A full explanation of each component and its relevance to the self-assessment and planning process will then be outlined step-by-step.

Your SAS Results



Quality Level:
    

Total Points:
0 / 50

PQA Score: ?
N/A

Status:
Provisional

Your SAS Results box will provide you with a real-time status update on your survey.

Quality Level: All programs begin with a Quality Level of one star. Once you begin working on your SAS, you can earn additional stars based on your responses.

PQA® Score: The PQA® (Program Quality Assessment) score applies to programs that have had their SAS validated at a 4 or 5 quality level rating.

Status indicates the stage in which your SAS is currently in the process. All SAS forms begin as provisional. This field will change when your SAS is **Submitted, Approved or Not Approved.**

A **Not Approved** status simply means that your submitted SAS did not agree with the validated SAS which could report quality higher or lower than self-assessed. All programs regardless of status are eligible to resubmit a SAS every 90 days prior to public announcement of star ratings.



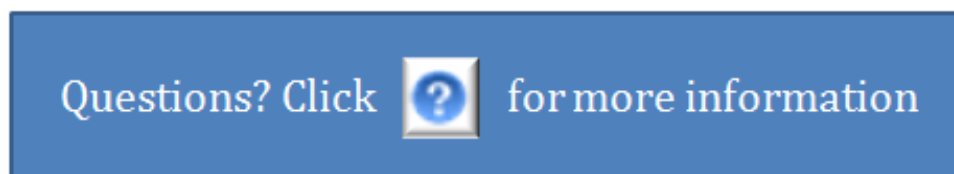
1. Early Childhood Educator Qualifications and Prof. Development		
	Earned Points/Points Possible	
Administrator Qualifications	0 / 4	0%
Early Childhood Educator Qualifications	0 / 7	0%
Professional Development	0 / 5	0%
Subtotal	0 / 16	0%
 Meets the Criteria for This Rating Level     		


Access each of the SAS categories by clicking on:

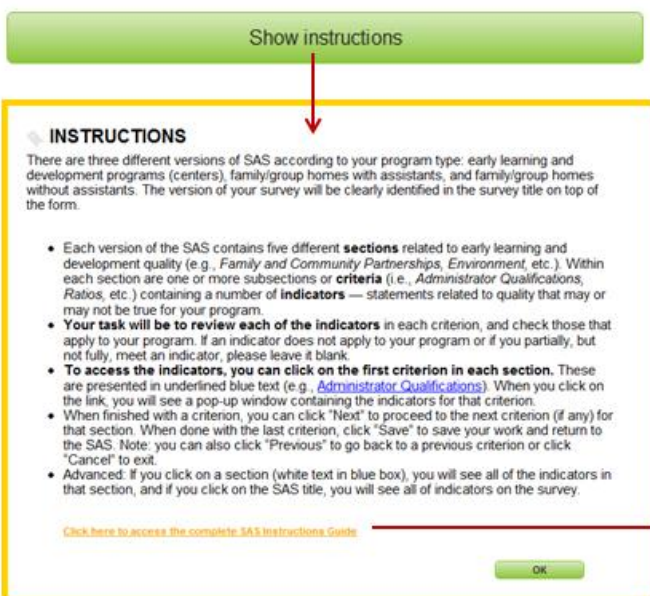
- The category heading to view all questions in that category
- Individual questions to access those items



Click the **Submit for Review** button once you have completed your SAS

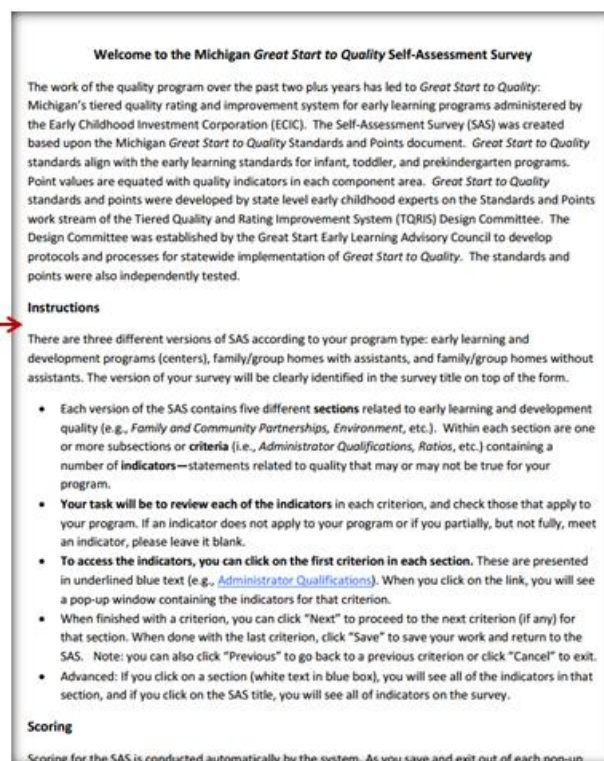


Questions? Click  for more information



Click the **Show instructions** button to open a window with directions for completing your SAS

Click the link at the bottom of the page to access a detailed form outlining specific instructions relating to your SAS



Completing Your Self-Assessment Survey (SAS)

You can access different parts of the Self-Assessment Survey (SAS) easily by clicking on the survey title, category, or question.

Self-Assessment Survey--Early Learning & Development Programs

Click the SAS title to access the complete survey

1. Early Childhood Educator Qualifications and Prof. Development

Click the SAS category header to access that category of the survey

	Earned Points/Points Possible
Administrator Qualifications	0 / 4 0%
Early Childhood Educator Qualifications	0 / 7 0%
Professional Development	0 / 5 0%

Click an SAS question to access an individual question in the survey

After you have selected a question, category or survey title, you will be directed to a screen like the one below. This is where you can respond to all questions asked in the Self-Assessment Survey (SAS). The navigational buttons on the bottom of the screen allow you to move from question to question, category to category, throughout the survey.

FAMILY AND COMMUNITY PARTNERSHIPS
Please check all statements that are true for your program.

Family and Community Partnerships
Family Partnerships and Family Strengthening

- ☐ 1. Program has evidence of family engagement and involvement— Program provides parenting education opportunities.
- ☐ 2. Program has evidence of family engagement and involvement— Classroom staff engages in informal communication with parents.
- ☐ 3. Program has evidence of family engagement and involvement— Program provides formal communication (i.e. parent/teacher conferences, home visits) to inform parents of children's developmental progress.
- ☐ 4. Program has evidence of family engagement and involvement— Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).
- ☐ 5. Program has evidence of family engagement and involvement— Program offers opportunities for parents to participate in program governance.
- ☐ 6. Program has evidence of family engagement and involvement— Program provides opportunities for parents to participate in education inside and outside the classroom.

Community Partnerships

- ☐ 1. Program has evidence that it is involved in partnerships and/or collaborations that enhance its services to families— Partnerships to provide or connect families to appropriate comprehensive services.
- ☐ 2. Program has evidence that it is involved in partnerships and/or collaborations that enhance its services to families— Partnerships that take basic steps to facilitate children's transition between and among programs, agencies, and schools.

Print SAS Print Indicators Save Previous Next Close

Enter your responses by clicking the checkbox next to the statements that apply to your program.

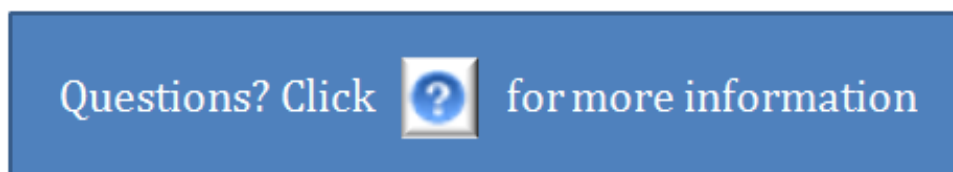
Use the navigational buttons on the bottom of the screen to complete various actions in your SAS

	Print a copy of your SAS		Move to the previous section
	Print a copy of all indicators and your responses to each		Move to the next section
	Save your SAS		Close your SAS

You can save your SAS at any point, and return to it to continue responding to questions.

If you need any assistance, you can:

1. Review the **SAS instructions** as outlined above
2. Click **Technical Assistance** where you will find information that will address a variety of questions and assistance needs.



Classrooms

You have the option of completing the Self-Assessment Survey (SAS) for multiple classrooms in Great Start to Quality STARS.

In your **Program Profile**, you will have the option of specifying if you have multiple classrooms. If you select **Yes**, you can choose to complete the SAS for each classroom and enter classrooms into Great Start to Quality STARS.

Classroom Information

Do you have multiple classrooms

Do you want to complete an individual Self-Assessment Survey (SAS) for each classroom?

How many classrooms do you have? 4

Do you want to complete an individual Self-Assessment Survey (SAS) for each classroom?

How many classrooms do you have? 4

Provide a Name for Each Classroom (be sure you use a unique name that you will recognize for the classroom in the future. Ex: Ms.Smith, Early HeadStart, Infant/Toddler)

Classroom 1 Name:

Classroom 2 Name:

Classroom 3 Name:

Classroom 4 Name:

Licensing Information

Original Registration Date

License Expiration Date 11/20/2011

When completing your SAS, you will have tabs for each classroom at the top of the page

Using these tabs, you can:

- ✓ Complete an SAS for each classroom you created
- ✓ Access an overview of all classrooms, which will provide an average score across classrooms

When your SAS has reached a state of completion, click the **Submit** button.



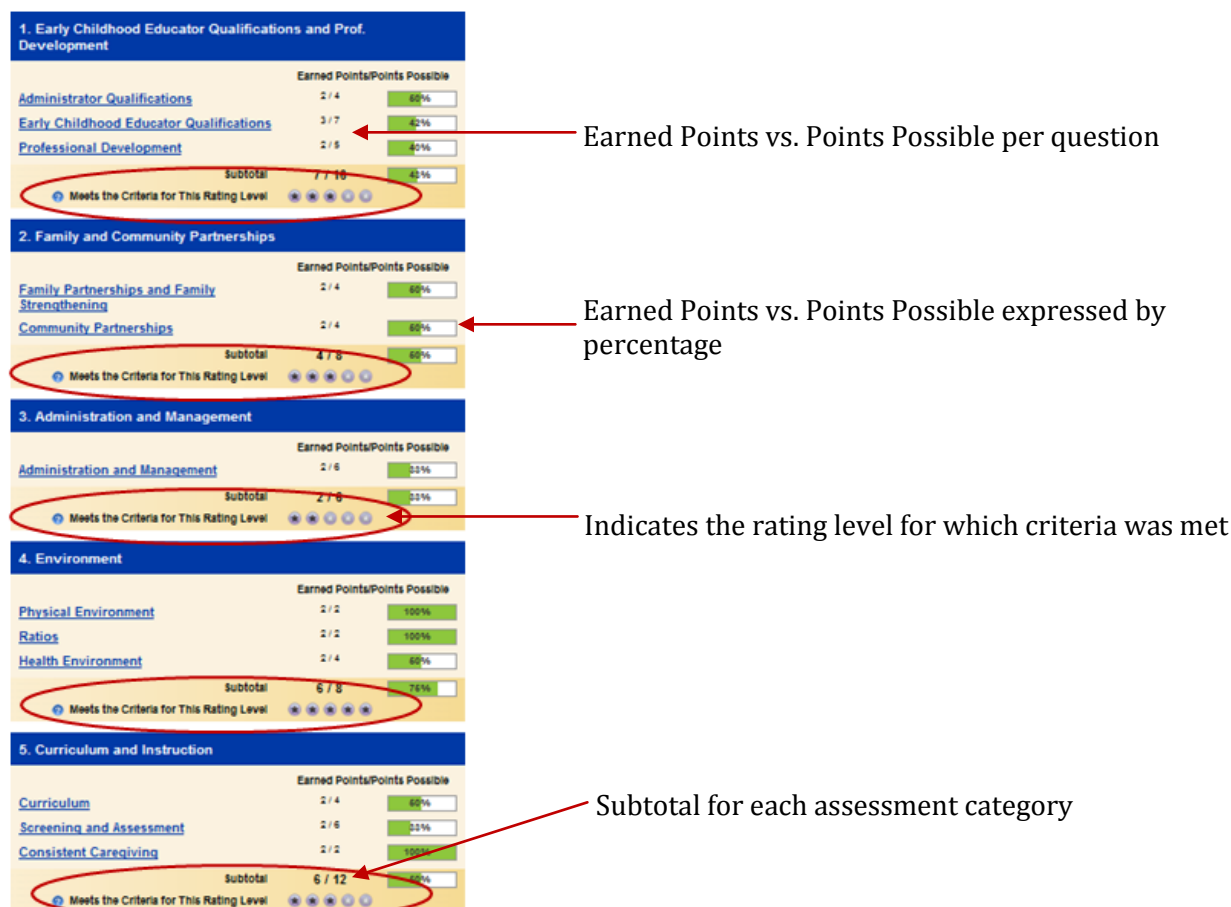
Once you have submitted your SAS, you will not be able to make changes to it. However, you will still have read-only access to your SAS, and will still be able to print your survey and chosen indicators.

If you require assistance with your Self-Assessment Survey (SAS), contact your local Great Start to Quality Resource Center at 1-877-614-7328

Understanding Your Completed Self-Assessment Survey (SAS)

After your Self-Assessment Survey (SAS) has been completed, you will see that **each core assessment category will have a preliminary star rating** beneath it. This star rating reflects the responses you entered while completing your SAS.

After your SAS has been submitted, you may qualify for an increased star rating based on your responses. You will likely have varying preliminary star ratings for each category. **If your SAS is approved, your official star rating will reflect the lowest score that you have achieved in the five core assessment categories.**



Questions About Scoring

“Meets Criteria for This Rating Level” means that programs have scored the minimum required amount of points in this section to qualify for the displayed quality rating 1-5 (reflected in stars).

The point system is designed so that programs must meet a minimum amounts of points spread across all sections in order to move up in Quality Levels. If the program is unable to achieve this minimum number of points in any of the categories, it will remain at a lower level. For example: although you may qualify for a quality level of 5 in three categories, a 4 in one category, and a 2 in another, your overall Quality Level will be reflected as a 2. This ensures that early learning and development programs are working across all areas to improve quality.

Next Steps

Now that you have completed and submitted your Self-Assessment Survey (SAS), you can move on to the next steps.

Your Self-Assessment Survey (SAS) Status



Your SAS status will be updated immediately upon clicking the submit button. It will then read **Review in Progress**.

Once your SAS has been reviewed, your status will change.

If your SAS has been re-opened (*Not Approved*) for you to make changes, the button will read **Resubmit for Review**.

If your SAS is approved, the button will read **Create QIP**.

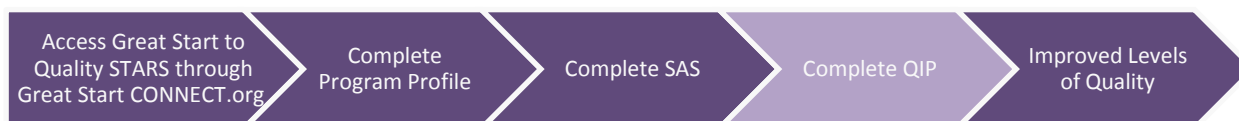
Moving on to the Quality Improvement Plan (QIP)

Although your Self-Assessment Survey (SAS) is now under review, you do not need to wait for an update to move on to creating your Quality Improvement Plan (QIP).

The processes for completing your QIP are outlined in the chapter below.



The Quality Improvement Plan (QIP)



The quality improvement planning feature in Great Start to Quality STARS assists you to create meaningful plans based on the information you entered in your Self-Assessment Survey (SAS). Great Start to Quality STARS is designed to show you where you can focus your efforts to make important changes in your program quality. The diagram below outlines the Quality Improvement Plan (QIP) screen.

Create Quality Improvement Plan (QIP)

Guide to Reach Target STAR Level

Total added: 0

Current STAR Level: 2

Target STAR Level: 2

Points Needed: 0

Points Selected: 0

Assessment Category	Points Needed	Points Selected	Target
Early Childhood Educator Qualifications and Prof. Development	0	0	Yes
Family and Community Partnerships	0	0	Yes
Administration and Management	0	0	Yes
Environment	0	0	Yes
Curriculum and Instruction	0	0	Yes

Instructions

- Choose Indicators to Add to Your QIP
- Click on the arrows to show/hide indicators in a section
- Some sections need 2 indicators to score points etc.
- Suggested Sections are starred, though not all subsections will be required

Current Star Level

Target Star Level

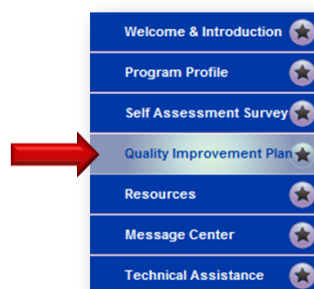
Points Needed & Points Selected for each Assessment Category

The five core assessment categories are available through an accordion-style menu. Click a menu item to expand the selection.

Early Childhood Educator Qualifications and Prof. Development

- Administrator Qualifications
- Early Childhood Educator Qualifications
- Professional Development
 - ☒ All program staff annually complete at least 24 clock hours of professional development.
 - ☐ Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.

To access your **Quality Improvement Plan**, just click on the Great Start to Quality STARS menu link




Select Your Target Star Level

The next step towards improving your quality level rating is to select a Target Star Level.

Your current star level will appear in the top portion of the screen. A dropdown box appears directly below it, which allows you to select your **Target Star Level**.

Select a star level from the list. After you have made your selection, stars will appear next to individual assessment categories, flagging the areas that you will need to address in order to achieve your target star level.

Select an assessment category by clicking the arrow  next to the category name. An overview of the process can be seen below.

Create Quality Improvement Plan (QIP)

- Choose Indicators to Add to Your QIP
- Click on the arrows to show/hide indicators in a section
- Some sections need 2 indicators to score points etc.
- Suggested Sections are starred, though not all subsections will be required

Total added: 0

Current STAR Level: 2

Target STAR Level: 4

Points Needed Points Selected Target Met?

1	0	No
2	0	No
2	0	No
0	0	Yes
2	0	No

Current and Target Star Levels

★ Early Childhood Educator Qualifications and Prof. Development

★ Family and Community Partnerships

★ Administration and Management

★ Environment

★ Curriculum and Instruction

Open the accordion-style menu for one of the flagged assessment categories.

▼ Curriculum and Instruction (1)

▼ Curriculum (1)

☒ 1. Program has the following in place-- A statement of educational and developmental priorities for the children.

☒ 2. Program has the following in place-- A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.

☒ 3. Program has the following in place-- An approved curriculum.

☐ 4. Program has the following in place-- A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.

☐ 5. Program has the following in place-- A written plan for serving children with special needs.

Screening and Assessment

Consistent Caregiving

Select the areas where you plan to make improvements.

★ Early Childhood Educator Qualifications and Prof. Development

★ Family and Community Partnerships

★ Administration and Management

★ Environment

★ Curriculum and Instruction (1)

Points Needed Points Selected Target Met?

1	0	No
2	0	No
2	0	No
0	0	Yes
2	2	Yes

After making your selections, the star next to the assessment category will disappear.

Selecting Points

When you select an assessment category to focus on, the accordion-style menu will open. Each of the questions from the SAS will appear in their respective categories. Again, click on the menu link to view the details contained within each question.

The items that you checked off when completing your SAS will have ghosted checkmarks in their respective boxes. This indicates that you have already achieved this item, and been credited for it in your current star level. **Check off additional boxes where you plan to make improvements.**

The columns next to the questions indicate the following:

Points Needed

Indicates how many points you need in this section to qualify for your Target Star Level.

Points Selected

Indicates how many points you qualify for after selecting items to include in your plan.

Target Met?

Through selecting items to include in your plan, have you selected enough points to qualify for your Target Star Level?

	Points Needed	Points Selected	Target Met?
▼ Early Childhood Educator Qualifications and Prof. Development (1)	1	1	Yes
▶ Administrator Qualifications		0	
▶ Early Childhood Educator Qualifications		0	
▼ Professional Development (1)		1	
<input checked="" type="checkbox"/> All program staff annually complete at least 24 clock hours of professional development.			
<input checked="" type="checkbox"/> Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.			
▼ Other Possible Points		0	
<input type="checkbox"/> Director has a graduate degree in Early Childhood Education / Child Development or a related field, or program works at least monthly with an early childhood specialist with a graduate degree in Early Childhood Education / Child Development or a related field.			

Questions? Click  for more information

Completing Your QIP

When you have selected enough points to qualify you for your target level, you can proceed to the next step – finishing your QIP. All items in the “**Target Met?**” column should read “**Yes**”.

Create Quality Improvement Plan (QIP)

- Choose Indicators to Add to Your QIP
- Click on the arrows to show/hide indicators in a section
- Some sections need 2 indicators to score points etc.
- Suggested Sections are starred, though not all subsections will be required

Total added: 7

Buttons: **Finish**, **Preview**

Indicator	Points Needed	Points Selected	Target Met?
Early Childhood Educator Qualifications and Prof. Development (1)	1	1	Yes
Family and Community Partnerships (3)	2	2	Yes
Administration and Management (1)	2	2	Yes
Environment	0	0	Yes
Curriculum and Instruction (2)	2	2	Yes

Points selected qualify this program for their **Target Star Level**

The Finish and Preview buttons will be located in the middle of your screen. You can also see how many items you have included in your Quality Improvement Plan.

To preview your QIP, click the **Preview** button
To complete your QIP, click the **Finish** button

Total added: 7 ← Indicates the number of Action Plan items added

Finish ← Click to finish your QIP

Preview ← Click to preview your QIP

↓

YOUR ADDED INDICATORS:

Self-Assessment Survey--Early Learning & Development Programs

Early Childhood Educator Qualifications and Prof. Development

Professional Development
Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.

Family and Community Partnerships

Family Partnerships and Family Strengthening
4. Program has evidence of family engagement and involvement-- Communication, education and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).
5. Program has evidence of family engagement and involvement-- Program offers opportunities for parents to participate in program governance.

Community Partnerships
3. Program has evidence that it is involved in partnerships and/or collaborations that enhance its services to families-- Participation in community associations.

Administration and Management

Administration and Management
3. Program has written personnel policies and procedures, which improve and lead to staff retention-- A documented, graduated salary scale for staff that takes into account education and experience.

Curriculum and Instruction

Curriculum
3. Program has the following in place-- An approved curriculum.

Close

Note:

Quality Improvement Plans are not submitted the way Self-Assessment Surveys are.

Once you finish your QIP, you can begin working on your plan!

Reviewing and Updating your Quality Improvement Plan

You can view and update your QIP at any time. When you enter the QIP module after finishing your plan, it will look like the screen below.

Here, you can:

- ✓ Add indicators
- ✓ Print a copy of your QIP
- ✓ Add plan items
- ✓ Edit plan items
- ✓ Access your SAS status in real-time

Click to Add Additional Indicators

Click to Print

Status Overview of SAS

Click to Add or View Plan Item

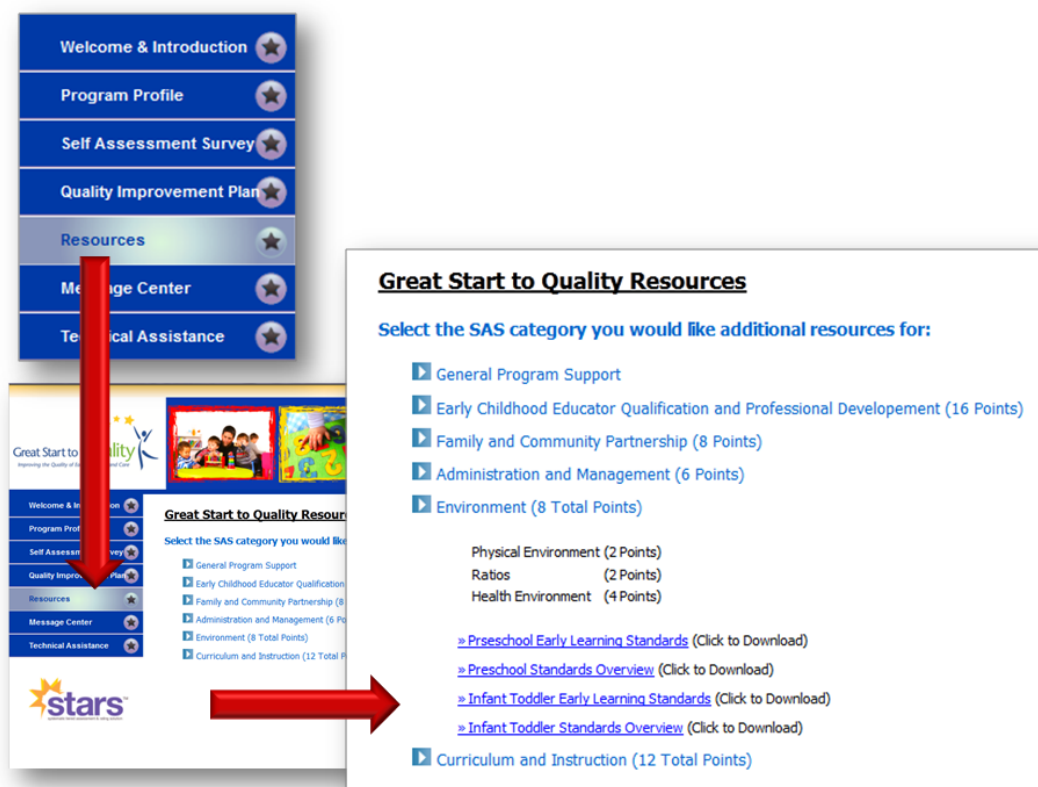
Questions? Click  for more information

Resources

There are a variety of resources by program quality indicator available for you in the resources module in Great Start to Quality STARS.

Click Resources in the Great Start to Quality STARS menu. You will arrive at a page containing links to resources such as:

- ✓ Sample Staff Handbook
- ✓ Early Learning Standards Resources
- ✓ Diversity and Inclusion Guidance



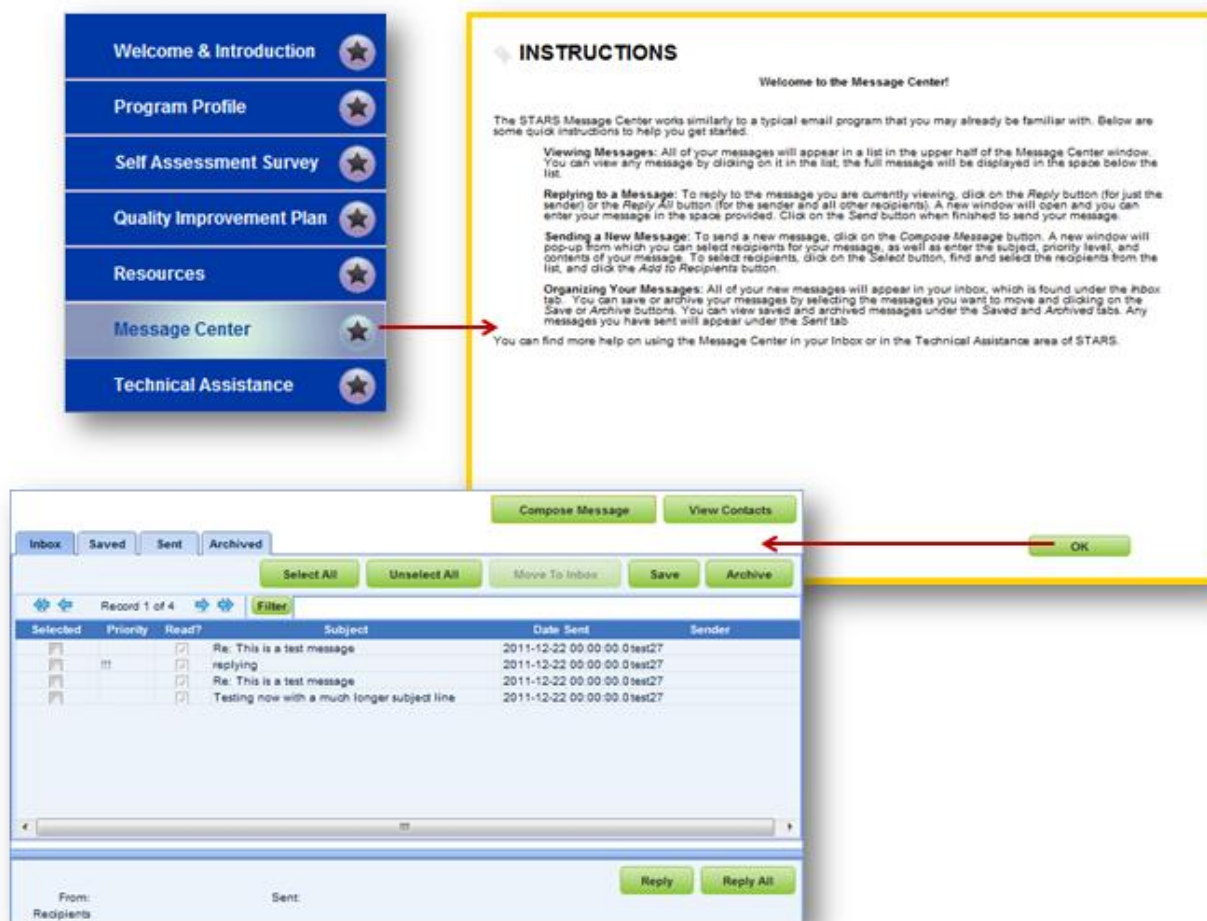
Questions? Click



for more information

Message Center

The Great Start to Quality STARS message center works in a similar way as your email account. When you click **Message Center** in the menu, an instructions page will appear. Click the OK button to access the message center.



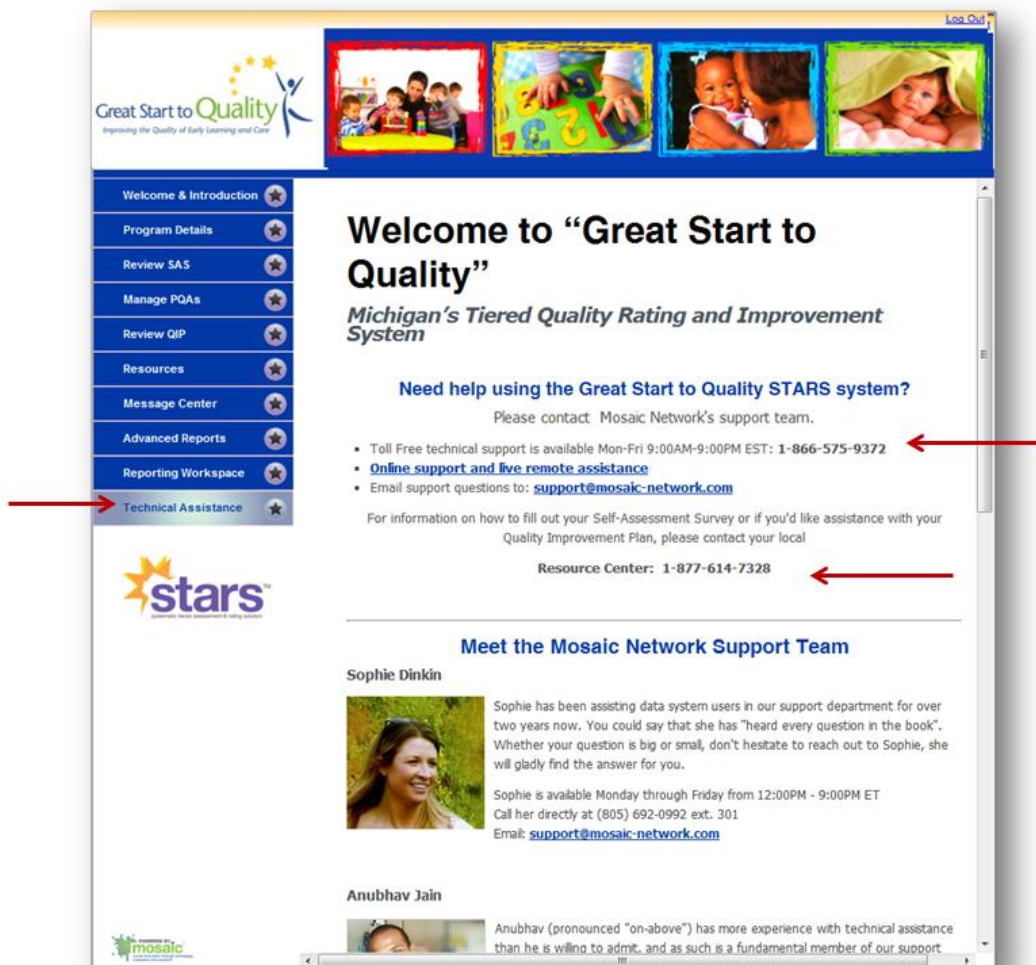
Questions? Click  for more information

How to Get Help

Whether it is a technical issue or a question about your program, we can get you the help you need. Click **Technical Assistance** in the Great Start to Quality STARS menu.

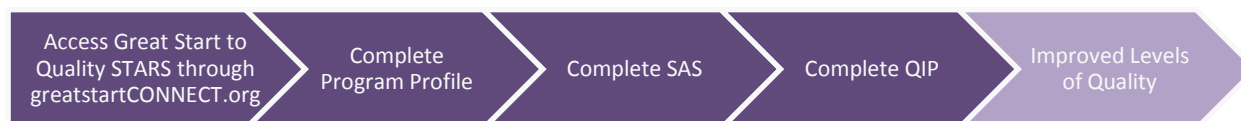
For assistance with **technical** items, you will be directed to contact Mosaic Network.

For assistance with **programmatic** items, you will be directed to your local Great Start to Quality Resource Center.



Questions? Click  for more information

Improved Quality



Great Start to Quality is Michigan’s tiered quality and rating and improvement system supports the quality development of early learning programs while increasing families’ access to the best and most appropriate early learning and development settings for their children. The system is tied to Michigan’s quality program standards as derived from the early learning standards, and awards quality stars from levels one thru five with five being the highest quality level.

EARLY LEARNING AND DEVELOPMENT PROGRAMS

Benefits

1. When young children receive the highest quality of early learning and care, they are better prepared for success in school which lays the foundation for a lifetime of active learning.
2. Early learning educators have a consistent set of standards on which to assess and improve their programs as well as to objectively distinguish the quality of their services for consumers.
3. www.greatstartCONNECT.org connects families to high quality early learning and development programs.
4. Provides a pathway and targeted support for early learning and development programs to improve their quality.

Goals

1. Promotes the health and development of Michigan’s children and assures that children with the highest needs are participating in high quality settings.
2. Gives early childhood educators a roadmap to, and provides supports for, quality improvement
3. A comprehensive system of quality improvement supports is in place for early learning and care.



The Early Childhood Investment Corporation is an independent publically owned nonprofit created to coordinate all of Michigan’s efforts to build an efficient and effective early childhood development system. The Early Childhood Investment Corporation is directly responsible for the implementation of Great Start to Quality, improving the quality of early learning and care in Michigan. Funding from the Michigan Department of Education, Office of Great Start supports the implementation of Great Start to Quality.